

A Study on College English Network Teaching Mode and Approaches from the Perspective of Sociology

Chunlin Lu, M.Sc

Chunlin Lu, Lecturer, Foreign Languages School of Chifeng University, ChiFeng, Neimenggu, 024000, China

Correspondence LecLu; qnxgpe@163.com

Objectives: There are inherent defects in college English teaching. In addition, it is inconsistent with the characteristics of college English, and students and teachers have not received enough attention in the application, resulting in inevitable congenital deficiencies in college English teaching. **Methods:** Therefore, from the perspective of sociology, the author studies the mode and approach of English online teaching in colleges and universities. This paper analyzes the problems existing in the current college English network teaching, and puts forward some corresponding suggestions. **Results:** Economic and trade practice research shows that under the networked teaching mode of college English, students gradually change from the passive recipients of knowledge to the active learners, effectively establishing the student's self-learning subject status, and the students' English scores are also constantly improving. **Conclusion:** It is an inevitable development to use the network technology to reform the traditional mode of college English majors..

Keywords: sociology; college english; online teaching

Tob Regul Sci.™ 2021;7(5-2): 4787-4798

DOI: doi.org/10.18001/TRS.7.5.2.43

The College English Network Platform is an interactive learning platform that is built into the framework of college English courses and integrates web applications into teaching¹. As a teaching method, the network has been widely used in universities to gradually deepen, and has obtained some valuable research results, but also exposed many problems and shortcomings². This makes the province's education system and English teaching model popularized in the form of new online course education³⁻⁴. Today, in the 21st century, Berke's predictions have become a reality. The Ministry of Education clearly pointed out in "College English Curriculum Requirements" that "the new teaching model should be supported by modern information technology, especially network technology⁵. To enable the teaching and learning of English to develop in the direction of individualization and autonomous

learning without being restricted by time and place to a certain extent⁶. "How to make full and effective use of this modern means to reform the traditional teaching mode of English major courses in colleges and universities is a new topic for English major teachers in colleges and universities⁷. Therefore, the college English reform research group has conducted a series of investigations⁸. In recent years, colleges and universities have put forward their own distinctive college English graded teaching models according to their own specific conditions and teaching conditions.

According to the College English Curriculum Requirements issued by the Ministry of Education in 2007, "Colleges and universities should make full use of modern information technology, adopt computer-based and classroom-based English teaching mode, and improve the single teaching mode dominated by teachers⁹." It makes full use

of the convenience brought by modern digital technology and information technology, creates a new learning environment, gives students free decision-making and management rights, and changes the traditional teacher-student interaction¹⁰. The development and operation of English online teaching rely on stable computer systems, network technology developers, network teaching systems, powerful network hosts and network teaching software to jointly maintain¹¹. In the recently initiated reform of college English teaching, director of the Department of Higher Education of the Ministry of Education, has positioned the reform of the teaching model in the combination of "computer-aided independent learning and interpersonal face-to-face teaching"¹². The reform of teaching mode should make English teaching develop towards personalized learning, learning without time and place, and active learning¹³. In the recent reform of college English teaching, director of the Department of Higher Education of the Ministry of Education, has positioned the reform of the teaching model as "a combination of computer-aided independent learning and interpersonal face-to-face teaching." The reform of teaching mode should make English teaching develop towards personalized learning, learning without time and place, and active learning.

In order to adapt to the new development situation of China's higher education, deepen the teaching reform, improve the quality of teaching, and meet the needs of the country and society for talent training in the new era. The Ministry of Education has formulated the "Teaching Requirements for College English Courses" as the main basis for the organization of English teaching for non-English majors in higher education institutions. Due to the particularity of language teaching and the necessity of the gradual process of reform and development of teaching mode, it is still unrealistic to fully realize multimedia network teaching in college English majors in the short or short term¹⁴. From July 2005 to July 2006, our school actively participated in the "second batch of college English teaching reform and expansion projects" of the higher education department of the Minist

ry of education¹⁵. The title is "Research on the Role Transformation of Teachers under the Background of the Transition of College English Teaching from Traditional Teaching Mode to Network Teaching Mode in Polytechnic Colleges". The College English Syllabus (revised edition) issued by the Ministry of Education points out: "The change of teaching mode is not only the change of teaching activities or teaching methods. Modern teaching methods such as computer network have provided conditions for the existence of English teaching mode, and greatly promoted the development of English teaching in our country. The focus of the teaching of college English online courses in various universities is to change the traditional English teaching mode from "teacher-centered" English classroom to "student-centered" new teaching mode under the guidance of humanistic theory.

Compared with the traditional topic teaching in the past, the higher English teaching mode under the network environment can provide a brand-new learning approach for learners. Kleinsasser said: "In recent years, the rapid development of modern educational technology including information network, multimedia teaching system and various design tools has brought new opportunities and challenges to college foreign language teaching¹⁶. As for oral English, the experimental class is better than the control class because of the small class in the experimental class. Ong B N, while stressing that homework should not be neglected in college English teaching, has put forward his own solutions to help teachers solve the problem of correcting homework in large classes of English teaching¹⁷. Teachers and students use real language materials in order to create a real language learning environment; Teachers evaluate not only the students' language accuracy but also their language fluency. Xiong L believes that there are shortcomings in the assignment of teachers in college English teaching. He analyzes it through classroom observation, interviews and questionnaires¹⁸. Combined with the results of the survey, the problems of assignments are discussed from the function of college English assignments and the improvement strategies are proposed. By using communicative activities in

the language classroom, teachers can make students value language rather than language, and improve their language fluency and communication skills through a large number of language exercises.

Advocate interactive collaborative learning methods. Students learn in small groups. In order to achieve common goals, they share information and materials, and repeatedly argue the issues through dialogues, discussions, arguments, etc., and finally reach an agreement. Wang Q focuses on the current situation of college English extracurricular written assignments, and uses pedagogy, linguistics, sociology and other related disciplines as the theoretical guidance. It focuses on analyzing and discussing the reality, necessity and feasibility of relevant educational reforms¹⁹. The application is submitted by the student dormitory, and the college English department assigns a special teacher to ask the dormitory to use English as the communicative language. The teacher is responsible for the day-to-day activities with the students, guiding the supervision of the students and cultivating the habit of using English. Students unwittingly acquire the ability to apply language comprehensively. The optimized online course will guide English classroom teaching to a greater extent²⁰. Teachers' teaching methods and contents combine with network course information to impart the latest English knowledge to students and optimize the teaching structure and content. These studies are still far from satisfying our understanding of online examinations. Online education embodies a learner-centered self-learning method, which is suitable for rational and mature people, but unfavorable for people who lack sufficient reason. The learning results presented in class in the form of group cooperative learning can also enable students to learn from each other and learn from each other in the shortest possible time, so that teachers can know the progress and direction of students' efforts.

METHODS

Some Teachers and Students are Hard to Adapt to the Networked Teaching Environment.

On the one hand, due to the fact that English teachers are mostly female in subject structure and gender structure, and their computer knowledge is relatively insufficient, a considerable number of teachers are afraid of modern educational technology based on information, avoiding or even refusing to use network information technology. In contrast, the resources on the online teaching platform are too serious, inflexible, outdated and fake, and their attraction cannot be compared with real online life. To a certain extent, this shows that after a period of development, speculative research on the theories and teaching methods of college English online teaching needs to seek new theoretical hot spots. The humanistic education concept represented by American educators emphasizes that the educational goal is to train people with individual development, who can achieve self-development and adapt to change and learn independently. Students can choose the appropriate teaching content according to their specific circumstances, and truly achieve the "learning according to their aptitude" in order to obtain the maximum learning outcome. China is also actively developing online education, using advanced information technology and educational technology to integrate various educational resources. The traditional teaching mode is centered on teachers. This "teaching-accepting"-based teaching mode emphasizes the input of language knowledge and ignores the use of language. It is not conducive to mobilizing students' enthusiasm, nor is it conducive to the cultivation of students' comprehensive English application ability.

The College English Reform Task Force conducted a survey of the teaching effects of the two teaching models using questionnaires and performance tests. In the survey, the English test results of the experimental class and the control class are shown in Table 1:

Table 1
Test Results

Category		Speaking	Hearing	Read	Translation	writing
Experimental class	First grade	16.84	17.95	16.87	12.27	13.69
	second grade	16.93	18.31	19.97	12.33	13.74
Control class	First grade	14.63	15.36	14.98	15.68	16.98
	second grade	15.48	16.58	16.98	15.69	14.33

The development trend of college English online teaching research is shown in Figure 1: The research of college English online teaching in our country developed rapidly in the past, the number of papers rose rapidly, and then the

development became relatively stable, but the number of papers decreased slightly in recent years.

Figure 1
Development Trend of College English Online Teaching Research

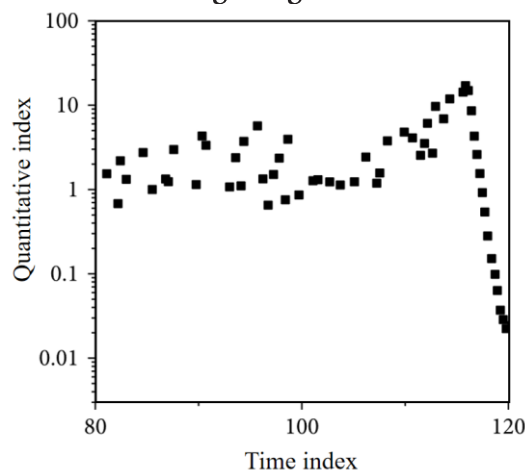
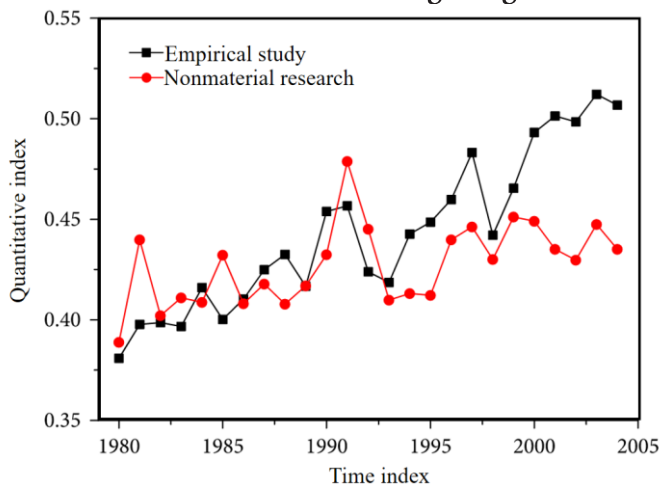


Figure 2
Application of Research Methods in College English Online Teaching



Teachers Cannot Change Their Roles in Time.

Many teachers have not completed their role conversion and cannot find their own position or be competent for new roles in the network-based college English teaching. Instead, they have become the shackles that restrict the development of English teaching. Teachers can issue problems to students through the Internet and provide relevant resources. This kind of learning effectively stimulates students' strong interest in English and helps to establish a learning environment that meets the requirements of constructivism and gives full play to students' subjective initiative. From the recent application of computer network system in English teaching in Hainan colleges and universities, we can know that humanistic education emphasizes that the education goal is to cultivate people with personality development. Colleges and universities hope to become self-learning individuals through computer network-assisted teaching to help students learn English and adapt to changes in the new university English learning

style. The interactive function of multimedia network teaching provides various forms of language communication between teachers and students and students. It can realize synchronous communication function and asynchronous communication function. The interactive function of multimedia network teaching provides various forms of language communication between teachers and students and students. It can realize synchronous communication function and asynchronous communication function. The latest intensive reading syllabus has greatly improved the teaching methods. The classroom uses heuristic, research, discussion, discovery and other teaching methods and means to enable students to participate in classroom activities to the maximum extent, thus cultivating and improving Students' ability to learn independently.

The interaction strategies in the course are shown in Table 2. The evaluation content includes 10% of the total scores of the learners' online discussion. The teacher requires each learner to participate in online discussion activities every week.

Table 2
Mixed Teaching Interaction Strategy

Interaction type	Interaction type
Teacher and course content	Planning courses, making electronic courseware, designing online courses on the platform
Learner and course content	Self-study under the class, self-study
Teacher and learner	Online discussion and communication, feedback through job content
Learners and learners	Online discussion and exchange
Teachers and teachers	Exchange learning, learn from each other
Course content and course content	Navigation system, hyperlink

Students' Lack of Independent Learning Ability

One of the important goals of education is to help people establish the concept of lifelong learning and master the skills of independent learning. Our current college English teaching reform is moving towards this goal. The Internet can also serve as a huge and rich virtual library. Students can search and receive information in the library at will. Students can find the learning materials they need. This solves the problem of insufficient English learning materials in China. The above data shows that the integration of network information technology and college English teaching and the reform of college English network teaching mode have become the focus of researchers' attention, which also conforms to the inevitable trend of national college English teaching reform. Autonomous learning refers to the process in which learners consciously determine learning objectives, learning objectives, choose learning methods,

monitor learning process and evaluate learning results. This improvement shows the beginning of the change in the traditional teaching mode of intensive reading, but it seems that the essence of the above teaching method is the implementation of the multimedia network teaching concept. Generally speaking, language acquisition contributes to the fluency of language and language learning contributes to the accuracy of language. Students must combine language learning with language acquisition. The setbacks encountered in the process of understanding will cause students to lose confidence in learning, thus failing to achieve the expected learning effect.

In the aspect of investigating schools and other influencing factors, this study set up five questions, including the hardware conditions of schools, department setup, encouragement, training services, material rewards, etc. The answers to these questions are shown in Table 3.

Table 3
Survey of Schools and Environmental Factors

Projects	Complete agreement	Accord with	Uncertain	Fall short of	Completely inconsistent
Hardware condition	5.8%	19.6%	24.6%	31.2%	11.6%
Specialized department	3.6%	18.4%	28.5%	41.3%	18.4%
Specialized department	14.6%	21.6%	17.9%	15.9%	12.5%
Training services	7.5%	18.7%	25.4%	24.9%	19.6%
Reward excellence	8.4%	17.3%	43.6%	18.7%	28.4%

The Popularization and Application Rate of College English Learning Network is Low

Many schools have built college English online classrooms with complete software and hardware, but for non-foreign language major-based colleges and universities, they are only used to meet the normal teaching needs, and there is no online classroom for all students to learn independently in their spare time. Teachers guide students to learn. Student-centered means that students acquire knowledge through various methods, oppose the traditional rote learning mode, and strengthen the student-centered teaching theory. For example, teacher-student question-and-answer sessions, group discussions, role-playing, story-telling and fun games. Some schools have also set up an English network teaching platform based on the campus network. As long as it is in the campus network, any network terminal can learn college English at any time. However, this intangible increases the cost of English learning, and it also contradicts the daily management of some school students (a

considerable number of schools are not allowed to buy a computer for freshmen because of their self-control ability). In the teaching process, the teacher instills the textbook knowledge into the students. Most of the students are in a passive and mechanical state. In the long run, the students become high-scoring and low-powered. What is more serious is that some teachers adhere to the backward teaching concept and reject new ones. Teaching philosophy. The use of online information, original sound movies, TV news and other multi-dimensional information integrated into the sound image and text for language knowledge input.

RESULTS
Strengthen Management System Construction

The new teaching model has aroused widespread interest among researchers, and related research has increased dramatically. Some people may say that the college English network platform starts from the needs of students, because it can just provide real context and a large number of

resources that can be freely chosen to make up for the lack of classroom teaching. This kind of conclusion is actually taken for granted by patting the head. It is proposed that college English should vigorously promote the integration of the latest information technology and curriculum teaching, and continue to play the important role of modern educational technology, especially information technology, in foreign language teaching. This will certainly promote the continuation and deepening of college English teaching reform. College English online teaching will still be one of the hot spots in English teaching research in the future. When the students' thirst for knowledge is related to their own needs for knowledge, it is easiest to stimulate their initiative and enthusiasm in learning and achieve good learning results. Knowledge learning only allows students to actively participate in the process of

establishing a subject's knowledge system through interaction, actively participate in the process of learning, and become an active and active knowledge explorer. In order to promote the professional title, some teachers focus on improving their academic qualifications and writing scientific research papers, while neglecting the investment in teaching. They feel that the reform of teaching methods and methods is not good for personal development, and there is no enthusiasm subjectively. The government has announced that it will build education on the Internet.

In the schools surveyed, the author selected a teacher from each school to conduct interviews. The teacher information is shown in Table 4. The interview time with each teacher was about 20 minutes. After the interview, the relevant materials were compiled and analyzed.

Table 4
Teacher Status Table

Project	Gender	Age	Job title	Start grade
Teacher A	Female	43	Professor	Junior
Teacher B	Male	37	Lecturer	Freshman
Teacher C	Male	35	Lecturer	Sophomore
Teacher D	Female	41	Associate Professor	Freshman

Strengthen Teacher and Student Training

The empirical research method almost has to catch up with the number of non-material research methods, and it is equally divided. I would like to ask which platform has passed the needs survey of a sufficient sample before deciding to develop and project. Which demand survey did not force students to accept the fact that "this platform already exists" and then ask them for suggestions for repairing improvements. This shows that the proportion of empirical research has been greatly improved, and empirical research has received more and more attention. At present, Hainan University's college English

h network system is more widely used by Shanghai Foreign Language Education and Teaching Publishing House's "New Ideas College English Network Learning System" and the "New Vision University English Network Learning System" developed by the Higher Education Press. Language learning is a very practical basic course. The mastery of language skills depends on the practice of individual students. The teaching effect depends to a large extent on the subjective initiative and participation of students. These current situations are unfavorable to our network college English teaching. Teachers are the masters of the whole teaching process and the active teachers. Students are passive recipients of external

stimuli and objects of indoctrination. Understandable language input means that the language knowledge learned by the learner is slightly higher than the learner's existing knowledge level on the basis of the learner's understanding. In addition, English teaching under the multimedia network environment helps to stimulate students' enthusiasm for learning English and improve students' ability of autonomous learning and cooperative learning

outside the classroom.

This study sets five questions in the dimension of learners' learning effect, including whether autonomous learning based on network teaching platform can promote learning, supplement classroom knowledge, replace part of classroom teaching, improve learning efficiency and enable learners to obtain satisfaction. Details of the investigation are shown in table 5.

Table 5
Statistics of Learning Effect

Projects	Complete agreement	Accord with	Uncertain	Fall short of	Completely inconsistent
Promote learning	13.2%	32.5%	25.6%	14.3%	13.1%
Supplementary knowledge	5.7%	10.9%	49.3%	15.6%	13.5%
Replace the classroom	11.6%	14.6%	17.2%	24.8%	4.3%
Improve efficiency	18.9%	13.7%	24.3%	13.6%	22.6%
Or satisfaction	14.6%	24.6%	36.9%	15.6%	18.9%

In the teaching activities carried out through the network teaching platform, teachers' participation is not high, and they still stay in the primary stage of uploading resources for learners

to browse and watch, and the uploaded learning resources are not rich enough. The situation of learners' willingness to participate is shown in Table 6.

Table 6
Learners' Willingness to Participate

Projects	Discussion activities	Guidance on Important and Difficult Points	Perform	Exchange experiences
Completely inconsistent	6.4	23.6	17.3	4.6

Fall short of	11.6	18.9	26.9	25.7
Uncertain	21.5	15.6	32.4	19.6
Accord with	23.8	18.4	18.7	37.8
Complete agreement	49.6	21.6	10.3	14.5

Correcting Students' Learning Motivation

In the process of teaching, teachers should make students deeply realize the value of English learning. Compared with the traditional classroom teaching, the multimedia network teaching environment has undergone essential changes in its communication mode, communication content, communication means, communication space, communication time, etc. In their view, it is not easy to do a good job in online teaching. Neither professional titles nor performance can be evaluated. The amount of work done is not proportional to the incentives and compensation received. In the process of classifying the retrieved articles, it is found that the articles constructed by individual teaching models have both theoretical discussion and empirical research on the application effect of the models, and the classification of their research methods is determined mainly by the description of the teaching models or the implementation effect of the models. Cultivating students to become talented and comprehensively developed talents is the core of humanism. By allowing students to actively acquire knowledge and

increase the initiative of learning, teachers help students achieve their learning goals. This kind of interaction not only provides students with dynamic information control ability, but also provides opportunities to control learning situations. It can realize real human-computer interaction and human-person interaction, and is characterized by initiative, diversity and diversity. Teachers should take students as the center, adopt flexible and diverse teaching methods, organize various teaching activities, and let students transform the language knowledge they have learned into language application skills in the process of practice.

DISCUSSION

The root of the problems faced by current university teachers' online teaching is that the users of the network platform have no decision-making power and their inherent inherent defects. Future research should focus on practical exploration while paying more attention to practical exploration and improve the scientific nature of research design and research methods. Under the guidance of humanistic theory, the online course teaching mode reflects the

characteristics of curriculum flexibility, knowledge intuition, design inspiration and teaching efficiency. But in fact, some of our teachers and students are still unable to effectively complete teaching activities under the new teaching mode. In multimedia network teaching, teachers will no longer focus on disseminating knowledge, but on cultivating students' methods of mastering information processing tools and analyzing problems and solving problems. On the whole, the experimental class adopting the network teaching mode has better results than the control class adopting the traditional teaching. With the rapid development of computer technology and network technology, how to create a new foreign language teaching mode supported by modern information technology, especially network technology. Creating conditions for students to learn individually and autonomously is an important topic in college English reform. Learning efficiency also increases after learning initiative increases. In the process of classroom teaching, due to the face-to-face communication between students and students, students and teachers, students can also better strengthen their knowledge reserves in intuitive situations, find out the breaking points of difficulties, and learn the obstacles and advances of various thinking modes to learning.

Human Subjects Approval Statement

This paper did not include human subjects.

Conflict of Interest Disclosure Statement

None declared.

Acknowledgements

(1) Nei Mongol Federation of Social Sciences. Research on Cross-cultural Communication Teaching and Talent Training of English Majors in Colleges and universities. 20wy12.

(2) Chifeng Federation of Social Sciences. Research on the Current Situation and Future Development

Trend of Chifeng Vocational Education. 201848.

(3) Chifeng Federation of Social Sciences. In-depth Research on Featured Regional History and Culture of Chifeng City. 202040.

Reference

1. Callon, Michel. An essay on framing and overflowing: economic externalities revisited by sociology. *The Sociological Review*, 1998, 46(S1):244-269.
2. Case, Jennifer M. Karl Maton: Knowledge and knowers: towards a realist sociology of education. *Higher Education*, 2015, 69(1):157-159.
3. Emirbayer M. A Manifesto for a Relational Sociology. *American Journal of Sociology*, 2015, 103(2):281-317.
4. Ferdinand T N. International Review of Sociology. *Journal of the Optical Society of America*, 2016, 1(2):179-184.
5. Friedkin N E. The Problem of Social Control and Coordination of Complex Systems in Sociology: A Look at the Community Cleavage Problem. *Control Systems IEEE*, 2015, 35(3):40-51.
6. Gale N. The Sociology of Traditional, Complementary and Alternative Medicine. *Social Compass*, 2014, 8(6):805-822.
7. Goldstone J A. Initial Conditions, General Laws, Path Dependence, and Explanation in Historical Sociology. *American Journal of Sociology*, 1998, 104(3):829-845.
8. Kleinsasser, Robert C. The sociology of teaching. *The Journal of Educational Research*, 2017:1-2.
9. Laub J H, Sampson R J. The Sutherland-Glueck Debate: On the Sociology of Criminological Knowledge. *American Journal of Sociology*, 2015, 96(6):1402-1440.
10. Mahamid J, Pfeffer S, Schaffer M, et al. Visualizing the molecular sociology at the HeLa cell nuclear periphery. *Science*, 2016, 351(6276):969-972.
11. Marres N, Gerlitz C. Interface methods: renegotiating relations between digital social research, STS and sociology. *The Sociological Review*, 2016, 64(1):21-46.
12. Maton K. Knowledge and Knowers: Towards a realist sociology of education. *Educational Philosophy & Theory*, 2015, 29(3):1-5.
13. Mylan, Josephine. Understanding the diffusion of Sustainable Product-Service Systems: Insights from the sociology of consumption and practice theory. *Journal of Cleaner Production*, 2015, 97:13-20.
14. Ong B N, Rogers A, Kennedy A, et al.

- Behaviour change and social blinkers? The role of sociology in trials of self-management behaviour in chronic conditions. *Sociology of Health & Illness*, 2014, 36(2):226-238.
15. RICHARDSON, L. NARRATIVE AND SOCIOLOGY. *Journal of Contemporary Ethnography*, 1990, 19(1):116-135.
 16. Rosenberg J. Why is There No International Historical Sociology?. *European Journal of International Relations*, 2016, 12(3):307-340.
 17. Sheller, M. The new mobilities paradigm for a live sociology. *Current Sociology*, 2014, 62(6):789-811.
 18. Vroom S J, Seaman A A. Cross-Cultural Perspectives on Teaching English as a Foreign Language to Children: A Multinational Survey. *Tesol Journal*, 2014, 5(3):465-489.
 19. Wang Q. Study on the New Model of College English Teaching under the Setting of Multimodality. *Universal Journal of Educational Research*, 2015, 3(8):473-477.
 20. Xiong L, Chen J. On Formative Assessment System of Multimedia-Based College English Teaching. *Lecture Notes in Electrical Engineering*, 2013, 163:1095-1102.